

**MUSIC EDUCATION**  
**12005 Instrumental, 12010 Composite Music, 12015 Vocal/Choral**

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

Standards 1 through 8 pertain to programs for preparing teachers of both vocal/choral and instrumental music. Programs directed toward either vocal/choral or instrumental specialization (but not both) must meet Standards 1 through 6 and either Standards 7 and 8 or Standards 9 and 10, as appropriate.

**12005.1, 12010.1, 12015.1**

The program requires study of language/grammar of music. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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**12005.2, 12010.2, 12015.2**

The program requires study of common elements of music--rhythm, melody, harmony, timbre, texture, dynamics, form--and their interaction; and experiences in applying these elements in both aural and visual analysis. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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**12005.3, 12010.3, 12015.3**

The program requires study and experiences designed to develop the following: (a) basic conducting skills, score reading, and rehearsal techniques; (b) ability to compose, arrange, and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations; (c) ability to guide creative experiences and improvise in an extemporaneous performance; (d) proficiency on piano, guitar, or other appropriate keyboard or fretted instruments sufficiently advanced for demonstration and accompaniment; (e) advanced ability sufficient to assure accurate and musically expressive performance; and (f) ability to perform in large ensembles and a variety of small ensembles. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

**12005.4, 12010.4, 12015.4**

Emphasizing the relationship of music to other arts and humanities in a variety of contemporary and past cultures, the program requires study of music history and literature. In addition, the placing of the compositions in historical and stylistic perspectives is studied. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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**12005.5, 12010.5, 12015.5**

The program requires study designed to develop knowledge of a comprehensive music curriculum based upon sound philosophy and an understanding of what music to teach and how to teach it at any every level. (K-12) The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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**12005.6, 12010.6, 12015.6**

The program requires studying methods of teaching music including current trends in music with an examination of a variety of teaching methods and techniques. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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**12010.7, 12015.7**

The vocal/choral music program requires study and experiences designed to develop the following: (a) knowledge and performance ability on keyboard and fretted instruments sufficient to employ these instruments as teaching tools; (b) ability to transpose and improvise accompaniments; and (c) basic knowledge of vocal/choral problems and strategies as well as sufficient vocal skill to assure effective use of the voice in demonstrating vocal technique. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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**12010.8, 12015.8**

The vocal/choral music program requires experiences in the following; (a) performing vocally in solo and in ensemble; (b) using wind, string, and percussion instruments, which develop the knowledge and skills necessary to conduct instrumental as well as choral ensembles; and (c) teaching various vocal/choral types of classes such as choruses and general music. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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**12005.9, 12010.9.**

The instrumental music program requires study and experiences designed to develop knowledge of and performance ability on wind and percussion instruments. This knowledge and performance needs to be sufficient to teach students in heterogeneous and homogeneous groups. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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**12005.10, 12010.10,**

The instrumental music program requires experiences in the following: (a) performing on an instrument in solo as well as in small and large ensembles; (b) using the singing voice as a teaching tool and conducting choral as well as instrumental ensembles; and (c) teaching instrumental students individually as well as in small and large groups. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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**12005.11, 12010.11, 12015.11**

The program requires the study of current, appropriate instructional technologies. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

**12005.12, 12010.12, 12015.12**

The elementary music program requires study and experiences designed to develop knowledge of appropriate instructional methodologies. This knowledge and performance needs to be sufficient to teach diverse students. The program

uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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**12005.1, 12010.1, 12015.1**

The program requires music student teaching at both the elementary and secondary levels, supervised by music education faculty. Elementary student teaching must be in general music and should include a broad range of elementary grades.

Examples of performance assessments may include how to:

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**History**

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised November 20, 2003, mandatory for visits July 1, 2006.

Effective date 2002, mandatory for visits 2004.